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AUTHOR Nutter, Juanita B.; Boland, Jeanne M.
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ABSTRACT

This self-instructional module, one volume of a series of competency-based modules in human relations skills for occupational specialists, is designed to help the specialist interact effectively with a variety of students, teachers, co-workers and employees. Other modules in this set of three are Level I Human Relations Skills for the Occupational Specialist Working with Groups, and Level II Human Relations Skills for the Occupational Specialist Working with Groups. The module provides a prospectus, which details objectives and explains how to use the module; a flow-chart, which illustrates the self-instructional process; a pre-assessment quiz; and a work plan in chart form. Instructional activities (reading assignments and learning activities) are listed for each of the 10 enabling elements or lessons. The enabling elements deal with attending, nonverbal and paralinguistic behaviors, concreteness, empathy, seeing the student for the first time, self-disclosure, confrontation with empathy, immediacy, decision making, helping relationships, and communicating respect. Each lesson includes a worksheet and a self-test; a post-assessment covering the entire module and a bibliography complete the booklet. (JAC)

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Human Relations Skills in Individual Interactions for the Occupational Specialist

COMPETENCY-BASED MODULAR SERIES

Juanita B. Nutter
Jeanne M. Boland

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Human Relations Skills in Individual Interactions for the Occupational Specialist

Prepared by:
Juanita B. Nutter
Jeanne M. Boland

Edited by:
Joyce M. Chick

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P R E F A C E

Competency-based Modular Series on Human Relations Skills for Occupational Specialists

Through grant funding by the Florida Department of Education, Division of Vocational Education, three sets of competency-based modules have been developed on Human Relations Skills for Occupational Specialists.

The need for self-instructional materials to provide competency-based training in human relations skills was identified through needs assessment research conducted by a doctoral candidate with occupational specialists in the state. Prior to the development of this modular series, no available materials in the area of human relations skills training addressed the particular needs of occupational specialists, although this type of personnel is frequently confronted with the need for human relations skills in working with students, administrators, parents, and businesspeople in the private sector. Therefore, it is anticipated that the instructional materials in this series will serve a timely need.

The modules included in this set address: (1) Human Relations Skills in Individual Interactions, (2) Level I Human Relations Skills, and (3) Level II Human Relations Skills. Each module specifically ties its skills to a vocational orientation and to the job setting of the occupational specialist.

When occupational specialists develop their abilities in the above areas, their job performance should be enhanced, and they should be better equipped to meet the needs of those whom they serve.

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P R O S P E C T U S

Since it is apparent that a great deal of the occupational specialist's job focuses on individuals, the first module of this three-part human relations series acquaints the occupational specialist with the skills necessary to work with individuals. It is recommended that you master this module before attempting to complete the modules on Human Relations Skills, Levels I and II. The purpose of this module is to help the occupational specialist interact effectively with a variety of students, teachers, co-workers, parents, and employers.

Objectives of the Module

After having read resource materials, participated in simulated counseling sessions, and completed structured exercises, the occupational specialist will be able to achieve the following objectives:

1. Identify attending behaviors and nonverbal behaviors and give two examples of paralinguistic behaviors.
2. Identify vague and concrete statements and list three questions that can be asked to solicit more concrete information.
3. Describe empathic statements and list five rules for using empathy.
4. List five key elements of an initial interview.
5. Define self-disclosure, list four purposes of self-disclosure, and differentiate between appropriate and inappropriate self-disclosure, giving an example of each.
6. Define confrontation, differentiate between confrontation with empathy and confrontation with animosity, and identify the correct uses of confrontation.

Working through the Module

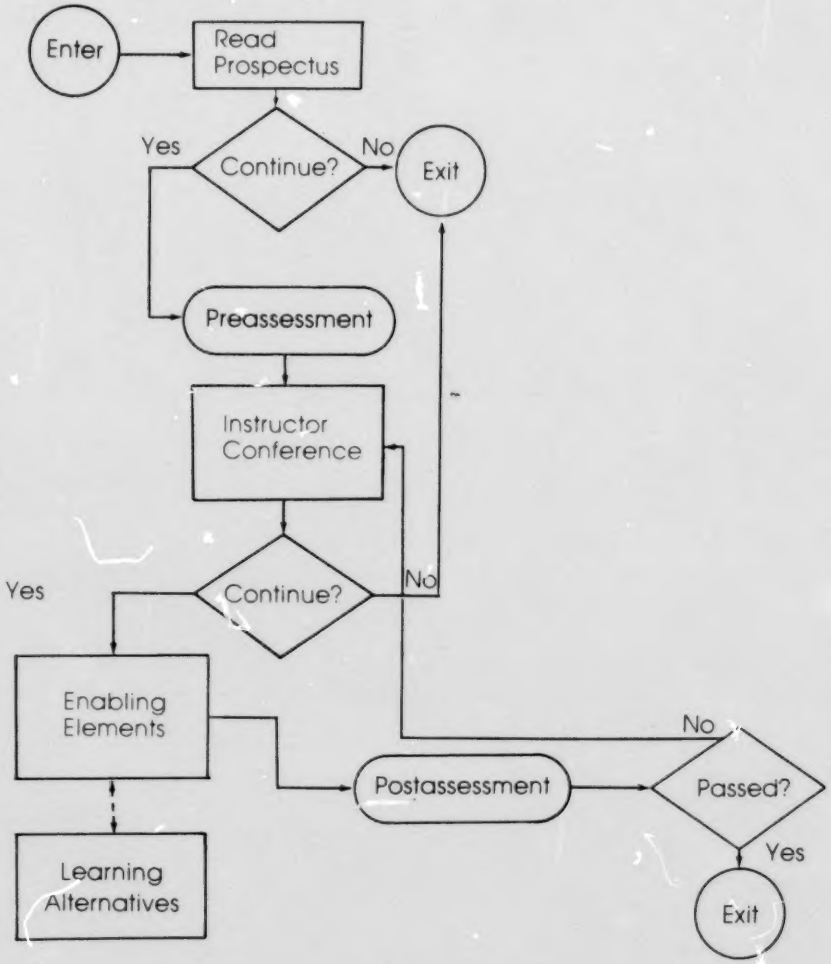
A flowchart is presented on the following page to help you progress through this module.

After you have read the Prospectus and decided to continue, you will begin by filling out the Preassessment. This test will help you select the enabling elements you need to complete. You may wish to discuss the results of your Preassessment and your choice of enabling elements with your instructor or counselor before you proceed further.

A module work plan is included to assist you in planning your activities in the module and to provide you with a format for remembering your ideas as you work through your selected objectives.

A Postassessment appears after the last enabling element. You should complete this form after you have accomplished all the elements that you have selected.

M O D U L E F L O W C H A R T



P R E A S S E S S M E N T

Please evaluate your knowledge of human relations skills in individual interactions by circling the letter before the appropriate response for each item below. On the basis of the instructions following the answers you choose, decide on a work plan to meet your needs in completing the objectives of the module. You may wish to consult with a supervisor or instructor in constructing your work plan.

1. Can you describe attending posture, nonverbal behavior, and paralinguistic behavior?
   A. Yes
   B. No (complete Enabling Element 1)
   C. Not sure (complete Self-Test 1)

2. Can you differentiate between vague and concrete statements and tell how to solicit concrete information?
   A. Yes
   B. No (complete Enabling Element 2)
   C. Not sure (complete Self-Test 2)

3. Can you describe empathic statements and list the rules for using empathy?
   A. Yes
   B. No (complete Enabling Element 3)
   C. Not sure (complete Self-Test 3)

4. Can you list the steps of an initial interview?
   A. Yes
   B. No (complete Enabling Element 4)
   C. Not sure (complete Self-Test 4)

5. Can you define self-disclosure and list four purposes of self-disclosure?
   A. Yes
   B. No (complete Enabling Element 5)
   C. Not sure (complete Self-Test 5)

6. Can you define confrontation and give several guidelines for its use in human relations?
   A. Yes
   B. No (complete Enabling Element 6)
   C. Not sure (complete Self-Test 6)

7. Can you discuss immediacy and its use in the helping process?
   A. Yes
   B. No (complete Enabling Element 7)
   C. Not sure (complete Self-Test 7)

8. Can you list the steps in the decision-making process?
   A. Yes
   B. No (complete Enabling Element 8)
   C. Not sure (complete Self-Test 8)
9. Can you list the attributes displayed by a genuine person in the helping relationship?
   A. Yes
   B. No (complete Enabling Element 9)
   C. Not sure (complete Self-Test 9)
10. Can you discuss the components of respect and list ways of communicating respect?
   A. Yes
   B. No (complete Enabling Element 10)
   C. Not sure (complete Self-Test 10)

MODULE WORK PLAN

(to be filled out with instructor's assistance)

	Enabling Elements	To Be Completed	Completed	Notes and Comments
1.	Identify attending behaviors and nonverbal behaviors and give two examples of paralinguistic behaviors.			
2.	Identify vague and concrete statements and list three questions that can be asked to solicit more concrete information.			
3.	Describe empathic statements and list five rules for using empathy.			
4.	List five key elements of an initial interview.			
5.	Define self-disclosure, list four purposes of self-disclosure, and differentiate between appropriate and inappropriate self-disclosure, giving an example of each.			
6.	Define confrontation, differentiate between confrontation with empathy and confrontation with animosity, and identify the correct uses of confrontation.			
7.	Define immediacy and list the conditions under which it should be used.			
8.	List the seven steps in decision making and explain why they are important.			
9.	List the six helping traits that contribute to a person's genuineness and explain how a person can genuinely help others.			
10.	List the five components of respect, list three major ways to communicate respect, and define respect.			

ENABLING ELEMENT 1

After having completed the assigned instructional activities, you will be able to identify attending behaviors and nonverbal behaviors and give two examples of paralinguistic behaviors.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 1. If you cannot answer the questions on the test correctly, repeat the activities and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Attending, Nonverbal, and Paralinguistic Behaviors."
2. Read: Knapp, M. L. Nonverbal Communication in Human Interaction. New York: Holt, Rinehart & Winston, 1972.
3. Go to a place where people are conversing with one another (e.g., teachers' lounge, restaurant, social gathering).
   a. Observe the degree of attending posture displayed by the individuals you see. Note at least three observations.
   b. Listen to at least two conversations and observe the relationship between verbal content and nonverbal and paralinguistic behaviors. Describe your observations of each conversation.
4. Videotape or tape-record a 10-minute conversation with a partner. You should both then evaluate the tape by:
   a. listing your attending posture and behavior, nonverbal behaviors, and paralinguistic behaviors (Note: If you do not have access to a videotape recorder, have your partner list your nonverbal behaviors.)
   b. rating one another on each of the behaviors (1—very good; 2—good, could improve; 3—needs improvement)
   c. discussing with your partner what you might have done differently and what your partner's feelings were during the conversation

Attending, Nonverbal, and Paralinguistic Behaviors

Whether one is talking with a student, parent, or employer, certain behaviors will add to or detract from the conversation. These behaviors can be grouped into three categories:

1. attending behavior and posture
2. nonverbal behavior
3. paralinguistic behavior

While most people use all of these behaviors at some time, it is helpful for the occupational specialist to be able to use **all** of them well, **all** of the time.

Attending behaviors consist of establishing eye contact, using verbal following, and sitting or standing with a relaxed attending posture. This means turning the whole body toward the other person and leaning toward him or her. It also involves maintaining appropriate eye contact and positioning arms and legs so they are not crossed. Crossing the arms and leaning away from the person with whom one is conversing suggest such things as disapproval, wariness,

or disagreement. Of course, as with any of the helping behaviors and skills, too forceful a display of any one good behavior can be distracting or unhelpful. For example, while appropriate eye contact suggests that one is listening to and following what the other person is saying (whereas reading a letter on the desk or looking out the window suggests the opposite), too-intense eye contact will make the other person uncomfortable. Obviously, the key to attending posture is relaxation. If one is tense and rigid, although correctly posed, it is the tenseness and rigidity that will be transmitted.

Many people are more strongly influenced by nonverbal behaviors than by verbal ones. While this may take the pressure off concentrating on the next verbal response, it forces the speaker to examine behaviors of which he or she may be unaware. For this reason, it may be worthwhile for the occupational specialist to consider the following questions: "Do I know what my body movements are?" "What sort of facial expressions do I use in an interview or meeting?" "Do I gesture in a haphazard fashion, or so much that the other person watches only my arms or hands?" If, while listening to a student, the occupational specialist remembers an errand or a forgotten meeting, these thoughts and feelings may be conveyed by changes in his or her facial expression.

Paralinguistic behaviors prove the importance of the maxim "It's not what you say, but **how** you say it." These behaviors include the use of voice inflection, voice tone, pacing, pauses, and emphasis. Voice inflection and voice tone can indicate anything from judgmental attitudes and disapproval to caring and sympathy. When a person feels his or her emotions are being aroused or his or her values are being challenged by what he or she is hearing, it may be necessary to work consciously for a neutral tone of voice.

As the occupational specialist becomes more familiar with and settled in the job, the pacing he or she uses in speech becomes increasingly important. When phrases and explanations become "old hat," there is a tendency to talk too fast or to give explanations too concisely. This tendency must be counteracted in order to make sure the listener understands what has been said. Another paralinguistic behavior that serves to avoid giving the impression of rushing through a conversation is the use of pauses. If the speaker pauses while he or she is speaking, the other person has the opportunity to interject a question or comment, or to reflect on what has just been said. Providing a pause after the other person has spoken may allow that person time to collect his or her thoughts or to review his or her own statements. These kinds of pauses or silent periods should be left unfilled. Although silences make many people uncomfortable, so that they rush in to fill the gaps, silences and pauses are an important part of the communication process, and it may be necessary to make a conscious effort to feel comfortable with them.

The placement of emphasis is another important paralinguistic behavior. By emphasis is meant the focus of the counseling/interview session. For example, if the occupational specialist is uncomfortable when a student begins talking about feelings toward another teacher or about a family problem, then the occupational specialist may find that he or she steers the student away from topics such as these. Certain activities or topics may be preferred over

others, and the areas that are disliked may be avoided or given scant attention.

When one person talks to another, he or she should use the entire body. When this is not done, it is evident to the other person, and it takes away from the help or assistance or value of that meeting. If a student comes in for help and the occupational specialist is working on a project with a deadline, it is best to arrange another meeting time in which the student can be given full attention, or, recognizing the importance of the student's request or need, to put down the current project in order to concentrate fully on what the student is saying.

Self-Test 1

1. List the three components of attending posture.

2. Describe nonverbal behaviors.

3. Describe paralinguistic behaviors.

4. Explain the importance of using pauses when speaking.

ENABLING ELEMENT 2

After having completed the assigned instructional activities, you will be able to identify vague and concrete statements and list three questions that can be asked to solicit more concrete information.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 2. If you cannot answer the questions on the test correctly, repeat the activities and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Concreteness."
2. Complete Worksheet A included in this element.
3. Complete Worksheet B included in this element.
4. Approach a teacher who might benefit from your services, but who has not requested them. Ask the teacher how your services may be utilized in one of his or her classes. When the teacher makes vague statements, ask appropriate questions to solicit concrete information. After you are both clear regarding the services you will provide, write a summary of the conversation, noting how you helped the teacher to speak concretely. If you prefer, you can role-play this situation with another person.
5. Read Chapter 15 in: Gazda, George M.; Asbury, Frank R.; Balzer, Fred J.; Childers, William C.; and Walters, Richard P. Human Relations Development. 2nd ed. Boston: Allyn and Bacon, 1977.

Concreteness

Concreteness in a conversation means discussion of specific things. One area in which this concreteness is important is in talking about things that happen to people. The person with whom one is speaking should be encouraged to talk about specific experiences. For example, a teacher who says, "Things did not go well today," has given a vague statement of experience. Just what is meant is not clear, since that teacher's frame of reference for this kind of statement may be very different from the hearer's. However, if the teacher said, "Today the principal yelled at me for being four minutes late, my guest speaker did not show up, the film projector chewed up the film, and a student in my career development class fainted," anyone would understand specifically what the teacher was talking about.

Concreteness is equally important when speaking about behaviors, or those things that we do to ourselves or to others. A vague statement of behavior would be "Most of the time I do a good job." To put that into concrete terms, an occupational specialist might say, "Every day I help at least five students make a career choice, I set up at least one work site for student observation, and I arrange for at least one career speaker to talk to a class."

Concreteness is also an aid in discussing feelings. An example of a vague feelings statement is "My relationship with Ms. Brown has been bothering me lately." A concrete statement of feelings related to this experience would be "I feel angry every time Ms. Brown gives me detailed instructions

about a simple task. I feel rejected and left out when she does not allow me to participate in the decision-making process." Examples of vague and concrete statements of feelings related to behavior are:

"I find it difficult to speak to the faculty." (vague)

"I am afraid that I may use incorrect grammar when I speak to the faculty." (concrete)

With concrete statements, much more information is given. Instead of "second guessing" what a teacher, student, or parent means when he or she gives a vague statement, the occupational specialist can help the individual to speak concretely by asking for additional facts. Questions such as "How?" "What?" "With what feeling?" usually get answers that provide the most concrete information.

Another way to solicit concrete information is to ask for an example. Some samples of vague statements, with appropriate questions to solicit more concrete information, are as follows:

"You disturbed my class." (vague)

"How did I disturb your class?" (soliciting concrete example)

"My personality seemed to clash with the other guest speaker." (vague)

"What did you do that seemed to bother her?" or "What did she do that bothered you?" (soliciting concrete example)

"When students ask to see you, I find myself feeling strange about sending them." (vague)

"When Mark came to see me today, how did you feel?" (soliciting concrete example)

Recognizing the need for concrete information and being able to solicit that information from another person are skills that facilitate the work of the occupational specialist. Some people are unaware that they speak in generalities, and others choose to speak in generalities because they fear giving specific information. By asking the kind of questions previously discussed, the occupational specialist can help those who do not realize they are being vague. People who are vague because they are afraid of saying something someone else does not want to hear may feel they have permission to say those things only if they are asked specific questions and asked to give clear examples. Because they have gotten this "permission," they have less fear of reprisal.

Worksheet A

1. In the space below, write about your **experiences** at work—first vaguely, then concretely:
   Vague statement of experience:

   Concrete statement of experience:

2. In the space below, write about your **behaviors** at work—first vaguely, then concretely.
   Vague statement of behavior:

   Concrete statement of behavior:

3. In the space below, write about a **feeling** related to an **experience** at work—first vaguely, then concretely.
   Vague statement of feelings related to experience:

Concrete statement of feelings related to experience:

4. In the space below, write about a **feeling** related to a **behavior** at work—first vaguely, then concretely.
Vague statement of feelings related to behavior:

Concrete statement of feelings related to behavior:

Worksheet B

For each vague statement below, formulate a question that will solicit concrete information. Ask "How?" when dealing with experiences; ask "What?" when dealing with behaviors; and ask either "How?" or "What?" when dealing with feelings.

1. Vague statement: "It bothers me more and more when I see Mr. Green's students enthusiastic about learning career math and my students bored with the traditional math I teach them."
   Question:

2. Vague statement: "Other teachers in the school seem to be jealous of the career program you and I set up for my classes."
   Question:

3. Vague statement: "I am not getting anywhere with helping my slower students to see how they can use science in a future career."
   Question:

Self-Test 2

1. What is the difference between concrete and vague statements? Give examples.

2. Why is concreteness important in discussing experiences, behaviors, or feelings?

3. List three questions you can ask to solicit more concrete information from the person with whom you are speaking.

4. List two reasons people may use vague statements.

ENABLING ELEMENT 3

After having completed the assigned instructional activities, you will be able to describe empathic statements and list five rules for using empathy.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 3. If you cannot answer the questions on the test correctly, repeat the activities and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Empathy."
2. Read: Means, Bob L. "Levels of Empathic Response." Personnel and Guidance Journal 52 (September 1973): 9–16.
3. Practice your accurate use of empathy in conversations with others whose personal concerns or problems you can relate to. Observe the responses of those individuals with whom you use empathy accurately. Write a paragraph comparing and contrasting the responses of two people after you have used this technique with them.
4. Complete Worksheet C included in this element.
5. Complete Worksheet D included in this element.
6. Read chapter 8 in: Gazda, George M.; Asbury, Frank R.; Balzer, Fred J.; Childers, William C.; and Walters, Richard P. Human Relations Development. 2nd ed. Boston: Allyn and Bacon, 1977.

Empathy

Empathy means seeing another person's world through that person's eyes and communicating one's own perceptions of the other's feelings about that world. As Mayeroff writes in his book, On Caring (1971):

> To care for another person, I must be able to understand him and his world as if I were inside it. I must be able to see, as it were, with his eyes what his world is like to him and how he sees himself. Instead of merely looking at him as if he were a specimen, I must be able to be with him in his world, "going" into his world in order to sense from "inside" what life is like for him, what he is striving to be, and what he requires to grow.

The accurate use of empathy is central to the helping process. It not only gets at relevant surface feelings and meanings, it also reaches feelings and meanings that are hidden, buried, or beyond immediate reach. Accurately used empathy is the principal tool that a helper uses in assisting a person to piece together the disjointed parts of a problem so that the person may see the bigger picture more clearly.

For the occupational specialist, this means communicating to the person being helped an understanding of what that person is saying both verbally and nonverbally, what he or she is hinting at, and what he or she is implying. Connections are made between seemingly isolated statements. If the occupational specialist is accurate and if the timing is good, this kind of communication lets the other person move beyond self-exploration to self-understanding. Ultimately

the student, parent, or whoever is being helped must be able to say, "Now I am beginning to see what I am doing wrong and what I am failing to do, and I want to remedy it."

Some rules for using accurate empathy are:

1. Pay careful attention to both verbal and nonverbal messages.
2. Listen carefully for core messages.
3. Respond frequently, but briefly, to the core messages.
4. Be flexible and tentative enough in your responses so the other person can clarify, explain, or shift emphasis.
5. Be gentle, but do not let the other person evade important issues.
6. Respond to both the feeling and content, unless there is some reason for stressing one or the other.
7. Move gradually toward the exploration of critical issues and feelings.
8. After responding, look for cues that either confirm or deny the accuracy of your response.
9. Look for signs of stress or resistance in the other person and try to judge whether these arise because you have lacked accuracy or have been too accurate.

The ability to identify experiences with feelings is important in developing empathy. For example, the occupational specialist who is attempting to respond to someone's statement of being frightened should ask himself or herself, "Can I think of a time when I was scared? How did my body react? What did I feel like doing?" Some other emotions that are likely to arise in working with students, teachers, or parents are: anger, joy, anxiety, embarrassment, defeat, pressure, rejection, guilt, confusion, sadness, love, boredom, defensiveness, frustration, hurt, loneliness, shyness, abuse, and satisfaction.

Once the occupational specialist can identify the other person's feelings, he or she must communicate this understanding to the person being helped. For example, if a student said, "Since I stopped doing drugs, none of my friends will talk to me," the occupational specialist might respond, "You are feeling pretty isolated." Of course, in order to accurately convey this understanding, the occupational specialist must develop a good "feeling vocabulary" with which to describe the emotions that he or she perceives. Only when one can verbally identify the feeling that is being addressed is it possible to explain to the other person that one **does** understand the feelings being expressed.

Hearing empathic statements also helps a person look more objectively at his or her problem. Some examples of appropriate statements are as follows:

1. "I wonder if it is possible that some of your teachers see your wit as sarcasm, rather than humor." This kind of statement helps the student see something that may have been overlooked.
2. "I am not sure whether you are saying that you actually want to leave school." Here the helper has aided the student in admitting feelings and behaviors that were only partially admitted.
3. "You have mentioned several times, in different ways, that you feel insecure about people you don't know. Is that the way you see it?" This kind of statement helps the student identify themes.
4. "The problem does not seem to be just in your academic work; your feelings of inadequacy seem to spread throughout

everything you do." With this statement, the helper assists the student in seeing the bigger picture.

5. "You have mentioned your parents' attitude toward college several times. My hunch is that their value system and your value system may be conflicting, and this is an important issue to you." This statement helps the student open up areas at which he or she has only hinted.
6. "I think I might also be hearing you say that you are more than a little upset; you sound, perhaps, terrified." This kind of statement helps the student see that which he or she has implied, but has not expressed directly.
7. "Do I hear you saying that, since your father died and your brother is now in jail, you would like to help support the family by dropping out of school and working full time?" This helps the student see the logical conclusion of his or her statements.

In each of the examples, note the indication of tentativeness in expressing empathic statements.

Accurate empathy is a potent skill, but it should be used carefully because by getting at critical, deep, and delicate issues, it creates additional stress. The objective is **not** to overwhelm the person being helped, but to facilitate that person's movement toward self-understanding and action. The supportive relationship that is established encourages him or her to transcend this added stress, and such tentative and cautious movement can significantly lessen the stressful feelings.

Worksheet C

It is important to include some indication of tentativeness when expressing empathic statements, in order to allow the student to look at the problem more objectively. For each example below, restate the phrase that indicates that the response is tentative.

EXAMPLE Statement: "I wonder if it is possible that some of your teachers see your wit as sarcasm rather than humor."
Tentative phrase: I wonder if it is possible.

1. Statement: "I'm not sure whether you are saying that you actually want to leave school."
   Tentative phrase:

2. Statement: "You have mentioned several times, in different ways, that you feel insecure around people you don't know. Is that the way you see it?"
   Tentative phrase:

3. Statement: "The problem doesn't seem to be just in your academic work. Your feelings of inadequacy seem to spread throughout everything you do."
   Tentative phrase:

4. Statement: "You have mentioned your parents' attitude toward college several times. My hunch is that their value system and your value system may be conflicting, and this is an important issue to you."
   Tentative phrase:

5. Statement: "I think I might also be hearing you say that you are more than a little upset; you sound, perhaps, terrified."
   Tentative phrase:

6. Statement: "Do I hear you saying that, since your father died and your brother is now in jail, you would like to help support the family by dropping out of school and working full time?"
   Tentative phrase:

Worksheet D

Imagine listening to each potential dropout quoted below. Communicate to each student an accurate understanding of his or her feelings.

1. Student says: "Nothing much goes on at this school. The teachers are only so-so, and the other students seem so childish to me. Things go on the same from day to day, week after week."
   You say: "You're feeling

2. Student says: "I don't know what my teachers expect from me. I do my work most of the time, but that is not good enough for them. I don't want to be bothered any more."
   You say: "You're feeling

3. Student says: "I don't know what I am doing here. I told the dean I just wanted to get out of this place. The dean said that I had to figure out what I would do after I left before she would release me. The reason I am leaving is that I am tired of school work. Now you are asking me to do more work. How ridiculous."
   You say: "You're feeling

4. List all of the feeling words you can think of in the space below. Rate yourself according to the following scale:

    25 words—You need to increase your "feeling vocabulary."
    50 words—You know a minimal number of feeling words.
    75 words—You have a good vocabulary of feeling words.
    100 words—You have an excellent vocabulary of feeling words.

Self-Test 3

1. Define empathy.

2. List five of the nine rules for using empathy accurately.

3. List four examples of the ways in which hearing empathic statements helps people look more objectively at their problems.

4. How is tentativeness important in expressing empathic statements?

ENABLING ELEMENT 4

After having completed the assigned instructional activities, you will be able to list five key elements of an initial interview.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 4. If you cannot answer the questions on the test correctly, repeat the activities and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Seeing the Student for the First Time."
2. Read pages 178–180 in: Shertzer, Bruce, and Stone, Shelly. Fundamentals of Guidance, 3rd ed. Boston: Houghton Mifflin Co., 1976.
3. Complete Worksheet E included in this element.
4. Choose a partner who will play the role of a student with a multitude of problems. Role-play an interview with your partner and then complete Worksheet E included in this element.

Seeing the Student for the First Time

When the student comes to seek help, what does the occupational specialist do and say?

The greeting given the student constitutes the first impression the student will have; thus it is extremely important for laying the foundation of the helping process. In greeting the student, the occupational specialist should leave his or her chair and meet the student at the door. When the student is waiting outside the office, it is a good idea to escort him or her into the office and offer a choice of chairs, if the office is large enough to contain several seats. The student should be greeted with warmth, a pleasant smile, and a calm voice, to create an atmosphere of acceptance and respect.

The positioning of the office furniture must also be considered. The occupational specialist's chair should be so arranged as to allow him or her to be seated directly in front of and facing the student, without any furniture between the two of them.

If the student does not offer an explanation about why the appointment was scheduled, the occupational specialist should ask the student what he or she would like to talk about. Attending skills should be used while the student is encouraged to state any concerns concretely. As the student relates his or her concerns, various topics that need to be explored in depth during future meetings should be selected. When the student has finished speaking, the occupational specialist should summarize what he or she heard the student state as the problem(s), and the student should be allowed to clarify or correct any of these summary statements. The two parties should work together on a list of the topics to be explored in future sessions, with the student prioritizing the topics according to the order in which he or she would like to discuss each one.

This list of topics provides the structure for the helping process, but the structure can be changed at any time. If the student faces a new issue that becomes more important than the topics on the list, exploration of that new

topic can supersede all topics previously listed. If the student chooses at any time to change the order of priority or delete any topic from the list, that also is acceptable. If the student thinks of additional topics that should be explored, they can be added to the list in any order the student desires.

Although structure is important, flexibility is the key to communicating respect during the initial session. The student should understand that only when the student is satisfied with the results of dealing with previous topics will the list of topics be reviewed to determine the next direction for the helping process. When all of the topics have been exhausted, termination of the helping process will occur. Both the occupational specialist and the student should keep a copy of the list of topics, so that the student also feels a commitment to the helping process.

Additional areas to be discussed with the student in the initial interview include:

1. confidentiality
2. role definitions
3. future meetings

Confidentiality is always an important concern in the helping process and it is important to discuss its implications and limitations with the student.

Role clarification must also be addressed. The occupational specialist should define and clarify his or her role and the role of the student in the helping process, as well as the responsibilities of each. The role of the occupational specialist includes helping the student recognize strengths, discovering with the student what may be hindering these strengths, and clarifying what kind of person the student wants to be. The student's role includes looking honestly at his or her behavior, making decisions about the ways in which he or she wants to change the behavior, and putting these decisions into action.

The third area to be discussed with the student is how often future meetings will take place and how long each will be. These decisions should be convenient to both parties, to avoid resistance in the helping process.

In concluding the interview, the occupational specialist will want to summarize what has been discussed during the initial interview, review the activities either party will pursue prior to the next meeting, and confirm the date and time of the next meeting. As with the greeting, in closing the student should be escorted to the door and bid goodbye.

Although the focus of the initial helping interview discussed here was on a student with a problem, a similar format is appropriate for a student who comes with a career development concern. In that case, the occupational specialist should review with the student the component parts of career development (e.g., interests, achievements, aptitudes, self-concepts, values, and temperament). The student should list in priority order those components he or she would like to explore, and this list will then constitute the structure for the helping process. Discussion with the student of confidentiality, roles and responsibilities, and the day and the time of future sessions follows the format previously stated. Summarizing and terminating the session also follow the same process.

When the student comes to seek help, will the occupational specialist know what to do and say? It is to be hoped that the answer is **yes.**

Worksheet E

Role-play an initial helping interview with a colleague. After the session, answer the following questions:

1. How did you communicate warmth when meeting the student?

2. Which of the attending skills did you use?

3. What are the topics to be explored in future sessions? (List in priority order.)

4. What did you tell the student about confidentiality?

5. What did you tell the student about your role in the helping process?

6. What did you tell the student about his or her responsibility in the helping process?

7. What day of the week and at what time of day will you be seeing the student in the future?

8. How did you close the session?

Self-Test 4

1. List the steps in the helping interview.

2. How does a list of topics provide structure for the helping interview?

3. List the three components of the conclusion of an interview.

ENABLING ELEMENT 5

After having completed the assigned instructional activities, you will be able to define self-disclosure, list four purposes of self-disclosure, and differentiate between appropriate and inappropriate self-disclosure, giving an example of each.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 5. If you cannot answer the questions on the test correctly, repeat the activities and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Self-Disclosure."
2. Read: Murphy, K. C., and Strong, S. R. "Some Effects of Similarity Self-Disclosure." Journal of Counseling Psychology 19 (1972): 121–124.
3. Complete Worksheet F included in this element.
4. Complete Worksheet G included in this element.
5. Choose a partner to role-play the part of a student who is from a different ethnic and/or religious background from yours. As you help your partner work through his or her problem, appropriately disclose your own experiences and feelings. After 10–15 minutes, stop the session and ask your partner to give you feedback on the content and style of your disclosure.
6. Think about different meetings you have had with students. List three times you either have used self-disclosure or **could** have used self-disclosure to assist you in helping the student. Why would self-disclosure have been helpful in these meetings?
7. Read chapter 5 in: Egan, Gerard. The Skilled Helper. Monterey, Calif.: Brooks/Cole Publishing Co., 1975.

Self-Disclosure

Self-disclosure is the revelation of anything about the occupational specialist that he or she believes would help a student explore and understand experiences and behavioral consequences. As with the other helping skills, self-disclosure can be used appropriately or inappropriately. Thus, before one self-discloses, one should determine whether what is to be revealed will be facilitative. That is, will it be appropriate and relevant for the student's growth? The following are examples of inappropriate and appropriate self-disclosure:

Student's statement: " My father feels Italian girls should stay at home until they are married. I want to go away to college and he will not hear of it. I have tried and tried to reason with him, but he will not listen."

"My father was Italian too, but my mother was French." (inappropriate self-disclosure)

"I can identify with what you are saying. My parents were old-fashioned, too. When they would not let me date until I was 16, I thought they did not trust me." (appropriate self-disclosure)

In the first example, the occupational

specialist is self-disclosing a factual piece of information, but one that in no way acknowledges the feelings of frustration the student is expressing. In the second example, the occupational specialist points out how a similar parental reaction was experienced. The feelings associated with the experience are emphasized.

Self-disclosure serves many purposes. By self-disclosing, the occupational specialist:

1. models behavior for the student
2. sends a message that he or she trusts the student
3. makes his or her statements of accurate empathy more believable
4. decreases the role distance between himself or herself and the student

A few cautionary notes must be made relative to self-disclosure. In the first place, the **timing** is extremely important. If one self-discloses too early in the relationship, the student may be frightened or overwhelmed. Secondly, if the student is very emotionally involved in the problem at hand, self-disclosure may only be distracting. Indeed, the student may fail to see the relevance of the occupational specialist's remarks.

Also, the student may view the information supplied in self-disclosure as a problem of the occupational specialist's, and he or she may in fact feel burdened by the additional problem, as well as by his or her own problem.

In order to check on whether a specific self-disclosure is appropriate, one should ask oneself, "For what reason did I self-disclose at this time to this student?"

Worksheet F

In the following exercises, imagine that the student is speaking directly to you. Respond with the kind of self-disclosure that will assist the student in making a more objective self-appraisal of behavior and/or in seeing a need to change behavior. Use disclosures from your own experience, if possible. If you cannot think of a relevant personal experience, you may invent one.

1. Student's ethnic and religious background: Hungarian, Jewish.
Student's statement: "I come from a family of Reform Jews. My parents have sent me to Hebrew school all of my life. I am planning to go to college, and my parents insist that I go to a Jewish college in New York, since there are not any Jewish colleges in Florida close to where I live. I want to go to a local college with my friends. I think my parents would like me to be a rabbi like my Uncle Irving, but I am really not interested. No matter how many times I tell them that I am not going, they yell back that I am."
Response:

2. Student's ethnic and religious background: Irish, Catholic.
Student's statement: "My parents, who are strict Catholics, expect me to attend 6:00 Mass every Sunday morning. I think they are being unreasonable. I get up early every day to come to school and on Saturday I go to work. I would like to sleep late one morning a week, but they don't understand."
Response:

3. Student's ethnic and religious background: Black, Protestant.
Student's statement: "I am very proud that I was chosen to be on the school's cheering squad. However, the coach says it is not ladylike to be unshaven and wants me to shave my legs. She might see hairy legs as ugly, but in my culture we are taught to be proud of what we are. If I stay on the cheering squad, she is going to think I am rebellious and a troublemaker for not doing what she has requested. However, just because the rest of the members of the squad are white and shave their legs, I have no intention of giving up what I believe in to be like them. I am really angry."
Response:

Worksheet G

While helping the next student who comes to you, use appropriate self-disclosure after the initial interview. Write a paragraph describing your perceived degree of effectiveness of your use of this technique.

Self-Test 5

1. Define self-disclosure.

2. List four purposes of self-disclosure.

3. Why is timing important in self-disclosure?

After having completed the assigned instructional activities, you will be able to define confrontation, differentiate between confrontation with empathy and confrontation with animosity, and identify the correct uses of confrontation.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 6. If you cannot answer the questions on the test correctly, repeat the activities and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Confrontation with Empathy."
2. Read: Benson, B. G., and Mitchell, K. M. Confrontation: For Better or Worse. Amherst, Mass.: Human Resource Development Press, 1974.
3. Ask a colleague to play the role of a mother who is distressed because her son wants to become an automobile mechanic instead of an accountant like his father. The mother wants you to prevent her son from taking automotive mechanics elective courses. Appropriately confront any games, discrepancies, distortions, and evasions that you hear. At the end of the conversation, ask your partner to give you feedback on the quality of your confrontational statements.
4. Complete Worksheet H included in this element.
5. Complete Worksheet I included in this element.
6. Read: Leaman, David R. "Confrontation in Counseling." The Personnel and Guidance Journal 57 (June 1978): 630–633.

Confrontation with Empathy

Although most people view confrontation as something negative, confrontation in human relations, when used appropriately, can be a very powerful and positive tool in helping others view their behaviors. Gerard Egan (1975b) defines confrontation as:

> a responsible unmasking of the discrepancies, distortions, games, and smokescreens the client uses to hide both from self-understanding and from constructive behavioral change. It also involves challenging the underdeveloped, the unused, and the misused potentialities, skills, and resources of the client, with a view to examining and understanding these resources and putting them to use in action programs. Confrontation is an invitation by the helper to the client to explore his defenses—those that keep him from action. The goals of confrontation are to help the client explore areas of feelings, experiences, and behavior that he has so far been reluctant to explore. (pp. 158–159)

Because confrontation is a powerful tool, it should be used very carefully. As Bates and Johnson (1972) have written: "Confrontation offered with empathy is an act of grace. Confrontation offered with animosity is a graceless act." (p. 46)

The technique is appropriate only after

the occupational specialist and the helpee (student, parent, teacher, or employer) have developed a solid, trusting relationship, and when the helper is sure he or she has an accurate understanding of the person being helped. In confronting the person being helped, the occupational specialist must be careful to use tentative statements. He or she must also make certain that the helpee is able to handle the information that is being presented in the confrontation statement.

Since the improper use of confrontation can be dangerous, it is important to differentiate between irresponsible and responsible confrontation. The following examples illustrate this difference.

> "Whom are you trying to fool? You avoid your colleagues because you are afraid they are going to talk about you, not because you don't have time to socialize with them." (irresponsible statement)
>
> "What I think I am hearing you say, Marge, is that because you do not have a college degree you feel your co-workers will reject you if you attempt to socialize with them. Could these be the same feelings of inadequacy that prevent you from speaking at faculty meetings, as we have discussed before?" (responsible statement)

In the irresponsible statement, the helper does not use tentative statements, nor does he or she show respect for the other person. Responses such as "You do that because" or "You feel that way because" tend to cut off the other person's communication.

Confrontation can be used in pointing out discrepancies in behavior or between verbal and nonverbal behavior. An example of using confrontation to point out discrepancies is as follows:

> "In listening to you, Carl, I am finding what you are saying confusing. You say that whatever your son wants to do with his life is fine with you, yet you seem very angry that he has decided to drop out of school. Have I made an accurate assessment of what I am hearing?"

An example of using confrontation to point out discrepancies between verbal and nonverbal behaviors is:

> "Mary, you said it doesn't matter if you are kicked off the cheerleading team, but the way your voice is quivering, I think maybe it matters a great deal to you; in fact, it seems that you would like to cry about this situation."

Confrontation can also be used to help others look at their distortions. An example of this is as follows:

> "Joan, I feel as though I have quite a clear picture of how much you do to show your daughter, Susan, that you love her. You buy her many gifts, make sure that you spend most of Susie's leisure time with her, and place a good number of restrictions on her social life with her peers. Could it be that Susie's desire to leave home may be an indication that she feels the attention you have been giving her is smothering, rather than nurturing her?"

Confrontation may also be used to expose games people may be unaware they are playing. An example of this is as follows:

> "Bettie, I don't see you as the weak, incapable person you seem to want Danny to see. Before your husband died six years ago, you were a vibrant, active person. In order to be sure that your son won't desert you also, it seems as though you have devised a protective system that communicates the message 'I will

die if Danny leaves me. But it's backfiring. Danny may be so overwhelmed by the responsibility you have placed on him and feel so burdened, that the only way he can deal with it is to flee—to run away. Are my perceptions accurate?"

Confrontation can also be used to focus on evasions. An example of confronting the evasion of responsibility in an interpersonal relationship is as follows:

"In answering my question about what is causing the lack of communication between you and your daughter, you have given me quite a complete picture of how Jill acts in your relationship. What do you suppose Jill would say about the way you act if she were answering the questions? Have you contributed in any way to the communication difficulties you and Jill have experienced?"

Confrontation does not have to focus on negative behaviors. It can also focus on strengths, capabilities, and resources that the helpee may not acknowledge. An example of this is:

"You say that you are an unforgiving person, but at other times you have indicated how much you have done to make it easier for John to return home. You seem to me to be a **very** forgiving person."

In using confrontation, consider the following possible responses:

1. The person with whom you are speaking may counterattack or make excuses for the behavior you have confronted. This may be an indication of an inappropriate confrontation on your part or of an unreadiness to change behavior on the part of the other person.
2. If the person you are helping agrees with your confrontation, but does not act on the new awareness, the person may not be sincere and may just be trying to appease you in order to be left alone. However, it is important to remember that changing patterns of behavior is difficult, and for many persons it represents a long-term process.
3. The helping session should not be a courtroom scene in which you are proving your case against the person you are confronting. Being right is **not** more important than helping the person. In some cases a person may deny the accuracy of your confrontation and only at a later time confirm what you have suggested.

The goal of confrontation is to heighten the helpee's awareness. This powerful tool should be used sparingly and with empathy.

Worksheet H

Think of two areas of your work in which you could benefit from a challenge or invitation to examine your behavior more carefully. Pretend that you are talking to yourself and confront yourself, first irresponsibly, then responsibly. Don't forget to use tentative statements when confronting yourself responsibly.

1. Irresponsible statement:

Responsible statement:

2. Irresponsible statement:

Responsible statement:

Worksheet I

Use confrontation when role-playing with a partner or in a helping session with a student, parent, or teacher. Then answer the following questions.

1. Why was confrontation appropriate?

2. Did you use tentative statements in confronting?

3. Did you confront with empathy?_____ Did you confront with animosity?_____ Were you angry and anxious to "get" the other person?_____
4. Did the person whom you confronted think your confrontation was helpful?_____ Inappropriate?_____ Off-base?_____ Too close to home?_____ Did he or she counterattack?_____
5. When you use confrontation again, how can you improve your confrontation skills?

6. How did you feel when you confronted the person?

Self-Test 6

1. Define confrontation.

2. List three ways you might use confrontation in a helping session.

3. List three guidelines to follow in using confrontation.

ENABLING ELEMENT 7

After having completed the assigned instructional activities, you will be able to define immediacy and list the conditions under which it should be used.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 7. If you cannot answer the questions on the test correctly, repeat the activities and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Immediacy."
2. Complete Worksheet J included in this element.
3. Read pages 173–180 in: Egan, Gerard. The Skilled Helper. Monterey, Calif.: Brooks/Cole Publishing Co., 1975.
4. Read chapter 20 in: Gazda, George M.; Asbury, Frank R.; Balzer, Fred J.; Childers, William C.; and Walters, Richard P. Human Relations Development. 2nd ed. Boston: Allyn and Bacon, 1977.

Immediacy

Immediacy involves an open and honest discussion, between two people, about how one person is experiencing the other person at a given time in the relationship. Immediacy may be used along with self-disclosure, empathy, or confrontation. It consists of expressing one's feelings and observations about the relationship and inviting the other person to respond in order to help the relationship grow.

Immediacy should be utilized:

1. when the occupational specialist sees that another person has thoughts or feelings that are not being verbalized and that are getting in the way of a good relationship
2. when the occupational specialist has thoughts and feelings about the relationship that have not been expressed to the other person

It may be that **both** individuals see themselves as engaged in some sort of game, such as "yes but," "let's fight," "see what you made me do," or "catch me." In this case, as the individuals see what is hindering their relationship and better understand their respective roles, they can move beyond games to a more open, trusting, and caring relationship.

This type of communication does not often happen in everyday life. It is generally hard for us to express uncomfortable or negative thoughts to the person causing those thoughts; the common inclination is to express them to anyone **but** that person. Thus, in using immediacy, the helper must proceed **tentatively** and **cautiously.** As with confrontation, the goal is to develop a better relationship, not to frighten or attack the other person.

Responding appropriately to immediacy statements from others is another important skill for the occupational specialist to develop. Counterattack responses and defensive responses to immediacy statements are inappropriate. Consider the following example:

Statement: "Jim, I'm feeling defensive right now. You seem to have a real need to get that list of guest speakers finalized, and I seem to be holding you up. From your tone of voice, it seems as if you are very frustrated with me."

"At this point, I could not care less about any guest speakers you wish to request." (inappropriate response)

"Bill, I'm just trying to do my job." (inappropriate response)

"Yes, Bill, you're right. I am frustrated with you. I feel as though we have been getting nowhere in setting up a career program for your students. I feel as though you have been putting me off for the past three weeks, and I find myself feeling rejected." (appropriate response)

Another example is as follows:

Statement: "You know, Gloria, I am feeling very uncomfortable as I talk to you about the career program. Since we had that disagreement two months ago and both went away angry, I find myself avoiding you, and you seem to be avoiding me. Even now, I am having a difficult time looking at you. I don't think either of us is still angry, but neither of us has done anything to make up. I am feeling silly about not having dealt with this a long time ago."

"I also feel silly about dealing with this now instead of a long time ago. Right now I am amazed at how I have allowed my pride to keep me from talking and interacting with you. There is no reason why we can't disagree and still be friends." (appropriate response)

While in the preceding example the events (disagreement) happened in the past, the feelings of the two discussing their problem are **current** feelings.

Immediacy is a skill that can facilitate friendships and help professional relationships because it keeps lines of communication open. Although the tendency exists to "push back" feelings that are uncomfortable for us, it is important to share these feelings as soon as they are recognized.

Worksheet J

Think about your relationships with your colleagues. Write two immediacy concerns that you think faculty members might have with you, pretending that the individuals are speaking directly to you. Then write appropriate responses that you give to each person. Study the following example before completing the exercise.

EXAMPLE Statement: "Carl, I'm feeling very uncomfortable about what I'm going to say, but it's important to me that I say it. I believe you've seen all the other teachers months ago about setting up a career program, and now, because I've specifically requested it, you are approaching me. I'm feeling rejected by you, and I can't figure out why you would choose to ignore me."

Response: "You have every right to feel that way, Sylvia. The truth is that I'm attracted to you and don't know how to handle it. Maybe by working with you I will be able to overcome my feelings of insecurity."

1. Statement:

Response:

2. Statement:

Response:

Self-Test 7

1. Define immediacy.

2. List two reasons or situations when immediacy should be used.

3. What are inappropriate responses to immediacy statements?

ENABLING ELEMENT 8

After having completed the assigned instructional activities, you will be able to list the seven steps in decision making and explain why they are important.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 8. If you cannot answer the questions on the test correctly, repeat the activities and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Decision-making Skills."
2. Read: Gelatt, H. B.; Varenhorst, B.; and Carey, R. Deciding: A Leader's Guide. Princeton, N.J.: College Entrance Examination Board, 1972.
3. Working with a teacher who would like to do something special for his or her students, complete Worksheet K included in this element.
4. Consider two decisions you have recently made. Write one paragraph describing the process you used in arriving at the decision and another paragraph describing changes you would have made as a result of reading about decision-making skills.
5. Read chapter 9 in: Tyler, Leona E. The Work of the Counselor. 3rd ed. New York: Appleton-Century-Crofts, 1969.

Decision Making

Everybody has to make decisions. Some decisions are more important than others and some are harder to make than others, but most decisions have several things in common. First, a good decision helps either the person making the decision or someone else. Second, a good decision reflects the individual's personal values.

Of course, the outcome of one's decision is not always what one would like it to be. It must be remembered, though, that when a person makes a decision, he or she must accept responsibility for all its outcomes, whether or not they meet with the approval of the decision maker. That is the risk he or she takes. In order to minimize the risk of making such a bad decision, however, there are a few logical steps that can be taken. These steps are listed below in sequential order.

1. State the situation or problem concretely. For example, consider a situation in which a language arts teacher has expressed to the occupational specialist an interest in doing something special for the students. One way of getting the teacher to state the problem at hand more concretely is by asking, "What specifically do you want to do for your students?" The teacher could then respond, "Well, I think that I would like to expose them to language arts careers."

2. Determine how much time is available for solving the problem. For example, in the case above, the occupational specialist might say to the teacher, "When did you want this program to take place?"
3. State all possible alternatives (choices) that lead to solving the problem or situation. To achieve this, the occupational specialist might then say to the teacher, "Let's list all of the choices we have for exposing students to careers. We could show films, send the students to workers' employment sites . . ."
4. Gather information that shows the advantages and disadvantages of each alternative. At this point the occupational specialist would want to ask the teacher's assistance in listing the advantages and disadvantages of each alternative cited in step 3. For the alternative of showing films, the advantages might include seeing the worker in a work site environment and seeing many workers with different functions at the same work site. Disadvantages might be the poor selection of films available and the time needed for previewing films.
5. Predict the outcome of each alternative being considered. The occupational specialist might say to the teacher, "Now let's see if we can predict how the students will receive each of the activities." For example, the predicted outcome of showing films might be holding the student's attention if the film is of high quality. However, showing more than three films may bore the students.
6. Select the alternative that best fits with personal values and has the greatest number of advantages and fewest bad effects. At this point, the occupational specialist would want to review with the teacher the alternatives and the advantages, disadvantages, and predicted outcomes of each. These factors must then be weighed and compared.
7. Act upon the alternative chosen. Here the occupational specialist might say to the teacher, "Now let's divide between us the responsibility of getting the activities ready for the students. We can determine a reasonable date for accomplishing that and commit ourselves to meeting our schedule."

There is no way to escape making decisions. However, when decision making proceeds in an orderly, logical fashion, more positive results and a better working relationship can be expected.

Worksheet K

Approach a teacher who would be willing to set up some kind of career program or activity for his or her students. Using the decision-making process, help the teacher to plan the program or activity. Answer the following questions related to your planning sessions.

1. What is the problem or goal?

2. How much time is there to accomplish the goal (solve the problem)?

3. What are the possible alternatives (choices) that lead to reaching the goal (solving the problem)?

4. What are the advantages of each alternative (choice)?

5. For each alternative (choice), what did you both predict the outcome would be?

6. Which alternatives (choices) did you both choose as fitting in with your value system and having the most advantages and fewest bad effects?

7. What happens next (who is going to do what)?

8. When are you going to meet again?

Self-Test 8

1. List three things that most decisions have in common.

2. Outline the seven steps in the decision-making process.

ENABLING ELEMENT 9

After having completed the assigned instructional activities, you will be able to list the six helping traits that contribute to a person's genuineness and explain how a person can genuinely help others.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 9. If you cannot answer the questions on the test correctly, repeat the activities and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Being a Helping Person."
2. After helping a student, write a paragraph describing the degrees of genuineness you projected. Write a second paragraph listing ways you can become more genuine.
3. Complete Worksheet L included in this element.
4. Read chapter 3 in: Tyler, Leona E. The Work of the Counselor. 3rd ed. New York: Appleton-Century-Crofts, 1969.

Being a Genuine Person in the Helping Relationship

A natural question that might arise by now is: "When a person comes to me for help, how do I change my personality to utilize all the helping skills I have learned?"

Before trying to answer this, think of a person who is seen to behave one way when he or she is communicating with someone, and a different way when he or she is **not** specifically communicating. For example, Mr. Green, the principal, is grumpy most of the time. However, when making arrangements with the occupational specialist, he smiles and is pleasant. Would the occupational specialist trust him? Probably not. Might the occupational specialist be suspicious of his motives? Probably so.

The same reactions would apply in a helping relationship. If the occupational specialist behaves differently outside the relationship than he or she does within the relationship, it is doubtful that he or she will be able to create an atmosphere of trust. Therefore, relating deeply to others in day-to-day experiences is extremely important if one is planning to relate deeply with a person who comes for help. Since an effective helper must relate beyond a superficial level, he or she does not "play the role" of helper. Helping must become a part of his or her lifestyle. To do this, the helper must incorporate the following traits into daily life.

1. Listen (attend) to others and communicate to them the message that is heard (display empathic understanding).
2. Express to others whatever is presently being experienced (exhibit immediacy).
3. Live in the present.
4. Strive for independence, rather than depending on others for happiness.
5. Enjoy psychological closeness (intimacy), while being spontaneous.
6. Be willing to make a commitment to dealing with others' problems or concerns.

The only way to become a genuine person in the helping relationship is by

practicing these traits in daily experiences. In other words, one must work out as many personal fears and frustrations as possible before he or she can effectively and genuinely help others. Only then will the occupational specialist be able to use spontaneously the basic helping skills that he or she has learned. Only then is it possible not to become defensive if questioned or challenged. Only then will the helping relationship become completely comfortable.

What all of this really means is that in order to be a genuine helper, it is necessary to look within oneself before attempting to deal with others.

Worksheet L

After you have conducted the next helping session with a person who has a personal problem or concern, answer the following questions. (It may be a person you have been helping or a new person who comes to you for help.)

1. Did you project a stylized role or were you your natural self?

2. Were your responses rigid and planned, or were they spontaneous yet tactful?

3. Were you at all defensive, even when the person challenged or questioned you?

4. Did you openly express what you thought or felt, with proper timing and without disturbing or distracting the other person?

5. Were you able to comfortably self-disclose at appropriate moments?

Self-Test 9

1. How do people react to someone who acts one way when interacting or communicating and another way when he or she is not specifically communicating?

2. What six helping traits contribute toward someone's being a genuine person?

3. In addition to displaying the helping traits listed above, what must a person do to genuinely help others?

After having completed the assigned instructional activities, you will be able to list the five components of respect, list three major ways to communicate respect, and define respect.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 10. If you cannot answer the questions on the test correctly, repeat the activities and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "How to Communicate Respect."
2. Complete Worksheet M included in this element.
3. Complete Worksheet N included in this element.
4. Read: Strupp, H. H. "The Interpersonal Relationship as a Vehicle for Therapeutic Learning." Journal of Consulting and Clinical Psychology 41 (1973): 13–15.
5. Read chapter 2 in: Dustin, Richard, and George, Rickey. Action Counseling for Behavior Change. New York: Intext Education Publishers, 1973.

How to Communicate Respect in the Helping Relationship

Respect is essential in a helping relationship. It is a value that the occupational specialist must possess in order to be an effective helper. Showing respect means communicating a high positive regard for the person one is helping and demonstrating that one prizes and cares for that person as another human being.

Egan (1975b) identified five components of respect as follows:

1. Be "for" the person you are helping. This means believing that the person you are helping has the potential for growth and change.
2. Show willingness to work with the person. This willingness indicates a belief that helping the person is worth the time and effort you choose to invest.
3. Regard the person as a unique human being. This sense of uniqueness is transmitted by allowing the person to pursue happiness according to that individual's value system, rather than according to your own value system. It also involves taking an individualized approach with the person.
4. Respect the person's self-determination. This means believing that the person possesses the resources to live more effectively.
5. Assume, unless proven otherwise, that the person wants to change nonproductive or destructive behaviors to productive and constructive behaviors.

How then does the occupational specialist communicate this respect to the person he or she is helping? One way of communicating respect is to listen fully to what the other person is saying. This means paying attention not only to the other person's verbal behavior, but also to his or her nonverbal and paralinguistic behavior. At the same time, one's eye contact, verbal behavior, nonverbal behavior, and paralinguistic behavior say to the other

person, " I am with you. I am available to help you. I am committed to your interests. It is worth my time and effort to help you."

A second way of communicating respect is by being noncritical and nonjudgmental of the beliefs and actions of the person being helped. The value systems of both parties do not have to be the same, nor does the occupational specialist have to approve of what the other person says or does. It is, however, necessary to understand another person's behavior from that person's own frame of reference. While the occupational specialist may wish to express his or her value system, that system should not be imposed on the other person.

A third way of communicating respect is by helping the person identify his or her own strengths and resources. A person who is looking for answers to problems should be encouraged to find the answers within himself or herself. This encouragement communicates trust in the person's ability.

Without respect, it is questionable whether a helping relationship can be established. If a person feels that an individual does not care for him or her, it is difficult to believe that the individual wants to help or is able to help. Undoubtedly, communicating respect and using the other helping skills that have been discussed here will be "put to the test" as the occupational specialist works with students, teachers, parents, employers, or others. The important thing for any helper to keep in mind is "I **do** care for people. I believe in their self-worth as individuals, and I believe people are capable of change."

Worksheet M

For each of the following statements made by disruptive students, give a response that shows you respect the student.

EXAMPLE Statement: "Yeah, I hit Moreen. That's right. She deserved it. I told her twice to stop turning off the machine so I could finish listening to that stuff about beauticians."

Response: "It sounds as if it's very important to you to have people listen to what you say."

EXAMPLE Statement: "You know, Ms. Roe, this week was the first week this year that I didn't get sent to the office by one of my teachers. Sitting far away from Dereck really helped."

Response: "Fantastic. It sounds as if you're really feeling good about yourself because of it."

1. Statement: "Billy started it first. He threw that career card right in my face. The only way to show him that I don't take that stuff was to punch him."

Response:

2. Statement: "I don't believe it, Mr. Horne! My teacher gave me a B on my career project. It's the only B I've gotten in my life."

Response:

Worksheet N

Communicate respect to the next disruptive student you work with. Then answer the following questions:

1. Did you feel "for" the student in a caring way?

2. Did you feel real communication took place?

3. Did you deal with the student as if he or she were a unique individual?

4. Did you avoid being judgmental?

5. Did you use accurate empathy frequently and effectively?

6. Did you communicate an understanding of the student's resources?

7. Did you communicate warmth to the student?

8. Did you attend effectively?

9. Did you avoid statements or behaviors that might be interpreted as exploitative?

10. Did you reinforce the student's constructive actions?

Self-Test 10

1. What is respect?

2. List the components of respect.

3. List three ways of communicating respect to a person you are helping.

POST ASSESSMENT

1. a. List three components of attending behavior. (To verify your answer, see Element 1. Score 2 points for each component, for a total of 6 points.)
   (1)

   (2)

   (3)

   b. What are nonverbal behaviors? (To verify, see Element 1. Score 10 points.)

   c. Give two examples of paralinguistic behaviors. (To verify, see Element 1. Score 2 points for each example, for a total of 4 points.)
   (1)

   (2)

2. a. Circle (T) for True or (F) for False in responding to each of the following statements. (To verify, see Element 2. Score 2 points for each correct response, for a total of 10 points.)

   T F (1) "Things didn't go well today" is a concrete statement about a feeling.
   T F (2) "How did it happen?" is a good question for soliciting concrete information.
   T F (3) "You disturbed my class" is a vague statement.
   T F (4) Concrete statements can relate to feelings as well as to behaviors.
   T F (5) "I feel angry every time Ms. Brown gives me detailed instructions about a simple task" is a vague statement.

   b. List three questions you can ask to solicit more concrete information. (To verify, see Element 2. Score 3 points for each question, for a total of 9 points.)
   (1)

   (2)

   (3)

3. a. Describe empathic statements. (To verify, see Element 3. Score 10 points.)

b. List five rules to follow for using empathy. (To verify, see Element 3. Score 2 points for each rule, for a total of 10 points.)
(1)

(2)

(3)

(4)

(5)

4. List five key elements to remember when seeing a student for the first time. (To verify, see Element 4. Score 4 points for each element, for a total of 20 points.)
(1)

(2)

(3)

(4)

(5)

5. a. Define self-disclosure. (To verify, see Element 5. Score 6 points.)

b. List four purposes of self-disclosure. (To verify, see Element 5. Score 2 points for each purpose, for a total of 8 points.)
(1)

(2)

(3)

(4)

c. Differentiate between appropriate and inappropriate self-disclosure and give an example of each. (To verify, see Element 5. Score 6 points.)

6. a. Define confrontation. (To verify, see Element 6. Score 5 points.)

b. Differentiate between "confrontation with empathy" and "confrontation with animosity." (To verify, see Element 6. Score 5 points.)

c. Which of the following options correctly describe a correct use of confrontation? Circle (C) for Correct Use or (N) for Not a Correct Use for each option. (To verify, see Element 6. Score 2 points for each correct response, for a total of 12 points.)

C N (1) Confrontation can be used to point out discrepancies in behavior.
C N (2) Confrontation can be used to point out discrepancies between verbal and nonverbal behavior.
C N (3) Confrontation can be used to help others look at distortions.
C N (4) Confrontation can be used to expose games people may be unaware they are playing.
C N (5) Confrontation can be used to focus on evasions.
C N (6) Confrontation can focus on strengths.

7. a. What is immediacy? (To verify, see Element 7. Score 10 points.)

   b. Under what two conditions should immediacy be used? (To verify, see Element 7. Score 5 points for each condition, for a total of 10 points.)
   (1)

   (2)

8. a. List the seven steps in decision making. (To verify, see Element 8. Score 2 points for each step, for a total of 14 points.)
   (1)

   (2)

   (3)

   (4)

   (5)

   (6)

   (7)

   b. Why are these steps important? (To verify, see Element 8. Score 5 points.)

9. a. What are the six helping traits that contribute toward someone's being a genuine person? (To verify, see Element 9. Score 3 points for each trait, for a total of 18 points.)
(1)

(2)

(3)

(4)

(5)

(6)

b. In addition to displaying the helping traits listed above, what must a person do to genuinely help others? (To verify, see Element 9. Score 2 points.)

10. a. List five components of respect. (To verify, see Element 10. Score 2 points for each component, for a total of 10 points.)
(1)

(2)

(3)

(4)

(5)

b. List three major ways to communicate respect. (To verify, see Element 10. Score 2 points for each way, for a total of 6 points.)
(1)

(2)

(3)

c. Define respect. (To verify, see Element 10. Score 4 points.)

Total value of points = 200

If your score is below 175, you should consult your supervisor or repeat those elements in which you did not do well.

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